

NAME:

DATE:

CLASS:

DBQ FOCUS: The Protestant Reformation



Document-Based Question Format

Directions: The following question is based on the accompanying Documents (The documents have been edited for the purpose of this exercise.) This question is designed to test your ability to work with and understand historical documents.

Write a response that:

- Has a relevant **thesis** and **supports that thesis with evidence** from the documents.
- Cites evidence from included source perspectives.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the author's points of view.

Historical Context: By the tenth century, the Roman Catholic Church had come to dominate religious life in Northern and Western Europe. However, the Church had not won universal approval. Over the centuries, many people criticized its practices. They felt that Church Leaders were too interested in worldly pursuits, such as gaining wealth and political power. Even though the Church made some reforms during the Middle Ages, people continued to criticize it. Prompted by the actions of one man, Martin Luther, that criticism would lead to rebellion.

Question

What caused the Protestant Reformation?

Document 1

Source: Pope Gregory XI: The Condemnation of Wycliffe (1382), Gregory XI condemning John Wycliffe for questioning the Catholic Church. Wycliffe, an English theologian and reformer, was a precursor of the Protestant Reformation

Student Analysis

By the insinuation of many, if they are indeed worthy of belief, deploring it deeply, it has come to our ears that John de Wycliffe, rector of the church of Lutterworth, in the diocese of Lincoln, Professor of the Sacred Scriptures (would that he were not also Master of Errors), has fallen into such a detestable madness that he does not hesitate to dogmatize and publicly preach, or rather vomit forth from the recesses of his breast, certain propositions and conclusions which are erroneous and false. He has cast himself also into the depravity of preaching heretical dogmas which strive to subvert and weaken the state of the whole church and even secular polity, some of which doctrines, in changed terms, it is true, seem to express the perverse opinions and unlearned learning of Marsilio of Padua of cursed memory, and of John of Jandun, whose book is extant, rejected and cursed by our predecessor, Pope John XXII, of happy memory. This he has done in the kingdom of England, lately glorious in its power and in the abundance of its resources, but more glorious still in the glistening piety of its faith, and in the distinction of its sacred learning; producing also many men illustrious for their exact knowledge of the Holy Scriptures, mature in the gravity of their character, conspicuous in devotion, defenders of the Catholic Church. He has polluted certain of the faithful of Christ by sprinkling them with these doctrines, and led them away from the right paths of the aforesaid faith to the brink of perdition.

Document 2

Source: Excerpt from sermon by Johann Tetzel, a friar, 1515.

Student Analysis

... Know that the life of man upon earth is a constant struggle. We have to fight against the flesh, the world and the devil, who are always seeking to destroy the soul. In sin we are conceived,—alas! What bonds of sin encompass us, and how difficult and almost impossible it is to attain to the gate of salvation without divine aid: since He causes us to be saved, not by virtue of the good works which we accomplish, but through His divine mercy; it is necessary then to put on the armor of God.

You may obtain letters of safe conduct from the vicar of our Lord Jesus Christ, by means of which you are able to liberate your soul from the hands of the enemy...

Do you know that when it is necessary for anyone to go to Rome or undertake any other dangerous journey, he takes his money to a broker and gives a certain per cent—five or six or ten—in order that at Rome or elsewhere he may receive again his funds intact, by means of the letters of this same broker? Are you not willing, then, for the fourth part of a florin, to obtain these letters, by virtue of which you may bring not your money, but your divine and immortal soul safe and sound into the land of Paradise?

Document 3

Source: Selections from Martin Luther's 95 Theses, 31 October 1517.

Student Analysis

21. Thus those preachers of indulgences are in error who say that by the indulgences of the Pope a man is freed and saved from all punishments.

24. Hence, the greater part of the people must needs be deceived by this indiscriminate and high-sounding promise of release from penalties.

27. It is mere human talk to preach that the soul flies out [of purgatory] immediately the money clinks in the collection-box.

28. It is certain that when the penny jingles into the money box, gain and avarice can be increased, but the result of the intercession of the church is in the power of God alone.

32. Those who believe that, through letters of pardon, they are made sure of their own salvation will be eternally damned along with their teachers. ...

43. Christians should be taught that he who gives to a poor man, or lends to a needy man, does better than if he bought pardons. ...

Document 4

Source: Martin Luther's reply when summoned to appear before the Emperor at the Diet of Worms to answer for writing his 95 Theses.

Student Analysis

"I cannot submit my faith either to the Pope or to the Councils, because it is clear as day they have frequently erred and contradicted each other. Unless therefore, I am convinced by the testimony of Scripture...I cannot and will not retract...Here I stand, I can do no other. So help my God, Amen."

Document 5

Source: An Abomination of Peace (1525), Martin Luther criticizing German lords

Student Analysis

We have no one on earth to thank for this mischievous rebellion, except you lords and princes, especially you blind bishops and mad priests and monks....In your government you do nothing but flay and rob your subjects in order that you may lead a life of splendor and pride, until the poor common folk can bear it no longer.

Document 6

Source: This excerpt is from *A Look At The Giver Of The Gift Prevents Narrow-Mindedness And Immoderation*, John Calvin, 1536.

Student Analysis

We must resist the lust of the flesh, which, unless kept in order, overflows without measure. Where is our gratefulness toward God for our clothing if in the sumptuousness of our apparel we both admire ourselves and despise others? For so many so enslave all their senses to delights that the mind lies overwhelmed.

Document 7

Source: Martin Luther *On The Jews and Their Lies*, 1543.

Student Analysis

In truth, the Jews, being foreigners, should possess nothing, and what they do possess should be ours. For they do not work, and we do not give them presents. Nonetheless, they keep our money and our goods and have become our masters in our own country and in their Dispersion. When a thief steals ten guldens, he is hanged; but when a Jew steals ten barrels of gold through his usury, he is prouder than the Lord himself! He boasts of it and strengthens his faith and his hatred of us, and thinks: 'See how the Lord does not abandon His people in the Dispersion. We do not work, we are idle, and we pass the time pleasantly; the cursed goyim must work for us, and we have their money: thus we are their lords and they our servants!' To this day we still do not know what devil brought them into our country; surely we did not go to seek them out in Jerusalem!

Document 8

Source: The following is an excerpt was taken from the Council of Trent, 1545-1563.

Student Analysis

Hopefully those who undertake the bishop's ministry will realize that they are called on not to serve on their own convenience, not to wealth or luxury, but to lives of labor and care for the glory of God. It is not to be doubted that the rest of the faithful will be more easily excited toward religion and innocence if they see those above them in authority intent not on worldly things but on the saving of souls and a heavenly home. Turning its mind especially to the restoring of ecclesiastical discipline, this holy Council cautions all bishops so to live, with due meditation, that they can bring together truth and behavior as a kind of perpetual example of frugality, modesty, and decency, and especially of that holy humility that so strongly commends men to God.

Document 9

Source: Institutes of the Christian Religion; Book 1, Chapter 7, Section 2(1559), John Calvin

Student Analysis

Paul testifies that the Church is built on the foundation of the apostles and prophets, (Eph. 2:20). If the doctrine of the apostles and prophets is the foundation of the Church, the former must have had its certainty before the latter began to exist... For if the Christian Church was founded at first on the writings of the prophets, and the preaching of the apostles, that doctrine, whosoever it may be found, was certainly ascertained and sanctioned antecedently to the Church, since, but for this, the Church herself never could have existed. Nothing therefore can be more absurd than the fiction, that the power of judging Scripture is in the Church, and that on her nod its certainty depends.

**Generic Core-Scoring Guide for AP World History
Document-Based Question**

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
3. Supports thesis with appropriate evidence from all or all but one document. [Supports thesis with appropriate evidence from all but two documents.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
4. Analyzes point of view in at least two documents.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
6. Identifies and explains the need for one type of appropriate additional document or source.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence
Subtotal	7	Essay as a whole: Synthesis
Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area. Examples: <ul style="list-style-type: none"> ➤ Has a clear, analytical, and comprehensive thesis. ➤ Shows careful and insightful analysis of the documents. ➤ Uses documents persuasively as evidence. ➤ Analyzes point of view in most or all documents. ➤ Analyzes the documents in additional ways — groupings, comparisons, syntheses. ➤ Brings in relevant “outside” historical content. ➤ Explains why additional types of document(s) or sources are needed. 	0–2	<ul style="list-style-type: none"> ➤ Same skills as noted in basic core ➤ Other historical thinking skills may be demonstrated depending on the question and the documents
Subtotal	2	
TOTAL	9	

TOTAL POINTS BASIC CORE	
TOTAL POINTS EXPANDED CORE	
TOTAL POINTS EARNED	
FINAL GRADE	

RUBRIC	PERCENT	POINTS
9	100	50
8	95	48
7	90	45
6	85	43
5	80	40
4	75	38
3	70	35
2	65	33
1	60	30
0	0	0

Comments: